

Literacy Lesson Plan

Lesson Topic/Title: Through the lens of Another Grade(s): 4	Strands: Oral communication, reading, writing, media literacy	Time Needed: 60 minutes	Date(s): Monday
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Big Idea: Exploring Point of View through Fractured Fairy Tales

CURRICULUM EXPECTATIONS and CODES

Overall Expectation(s):	Specific Expectation(s):	Differentiation Strategies / Inclusion
<p>Oral Communication</p> <p>1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p> <p>Reading</p> <p>1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p> <p>Writing</p> <p>2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p> <p>Media Literacy</p> <p>1. Demonstrate an understanding of a variety of media texts</p>	<p>Oral Communication</p> <p>1.8 identify the point of view presented in oral texts and ask questions about possible bias (e.g., identify the use of words and/or phrases that signal generalizations or stereotypes about gender, culture, ability or age)</p> <p>Reading</p> <p>1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives (e.g., identify words or phrases that reveal the point of view presented; write a letter or use role play to present the perspective of a character whose voice is not heard in the text)</p> <p>Writing</p> <p>2.5 identify their point of view and other possible points of view on the topic and determine whether their information sufficiently supports their own view.</p> <p>Media Literacy</p> <p>1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used (e.g., explain how the point of view reflected in an advertisement is conveyed and describe how the advertisement might change to reflect the point of</p>	<p><input type="checkbox"/> Graphic Organizers</p> <p><input type="checkbox"/> Auditory Cues</p> <p><input type="checkbox"/> Visual Cues</p> <p><input type="checkbox"/> Vary Groupings</p> <p><input type="checkbox"/> Vary Materials</p> <p><input type="checkbox"/> Choice</p> <p>Specifics:</p> <p>Student A (IEP – ADHD)</p> <ul style="list-style-type: none"> -provide flexible seating (wobble stool at carpet) -provide repeated verbal instruction and remind student to refer to the visual “Job List” on the board <p>Student B (IEP – ASD)</p> <ul style="list-style-type: none"> -let student know ahead of time about the differentiation in group arrangements for this activity (transition from whole group to pods and back to whole group) <p>Student C (IEP – Dyslexia)</p> <ul style="list-style-type: none"> -provide one on one support through repeated verbal instruction -provide access to assistive technology (iPads for speech to text software)

	view of a different audience; describe how a TV show might change if it were told from the point of view of a different character)	
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ASSESSMENT

LEARNING GOAL(S)	SUCCESS CRITERIA	ASSESSMENT
<p>We are learning how to recognize the Point of View of various voices in texts.</p> <p>We are learning how to think in different perspectives.</p>	<ul style="list-style-type: none"> ✓ I can recognize which point of view is being used ✓ I can think about what I read from the perspective of different characters 	<p>Assessment FOR Learning <i>The teacher will make anecdotal notes during the class discussion as well as during the activity block of what students already know about Point of View. Students will submit a finished activity sheet for a form of diagnostic assessment.</i></p> <p>Assessment AS Learning Students <i>will be asked to “check in” using the thumbs up / thumbs down system at various points throughout the lesson.</i></p>

SET UP & RESOURCES

<p>Materials: chart paper, markers, activity sheets, projector, speakers, laptop, internet access</p> <p>Video Clip from: Muppets Classic Theatre https://www.youtube.com/watch?v=QXcZ-X_ZiNM</p>	<p>Room Layout: As normal; students will start the lesson seated on the carpet and later migrate to their workstations (pods) and later come back to the carpet.</p>	<p>Safety Considerations: Ensure the speakers are clear and working prior to playing the video so they don't cause high frequency noises. Ensure the video clip is put into a slide to avoid the risk of the students viewing inappropriate advertisements.</p>	<p>Groupings:</p> <ul style="list-style-type: none"> *whole group instruction *whole group discussion *Pod (small groups of 3 students)
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<p>Resources for Students: Chart paper, markers, access to the storybooks, iPads or Dells to access the video to replay, Point of View worksheets, 3 Circle Venn Diagram</p>	<p>Resources for Teacher: Minds on inspired by: https://www.youtube.com/watch?v=g2j_xw8ZNjs&t=210s</p>
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	<p>Point of View Worksheet: http://love2learn2day.blogspot.ca/2014/01/fractured-fairy-tales-character.html Book: "The true story of the 3 Little Pigs" by Jon Scieszka 3 Circle Venn Diagram sheet: http://www.leseriail.com/28-images-of-three-ring-venn-diagram-downloadable-template-download_8335/</p>
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<p>LESSON</p>	<p>QUESTIONS & TALK OPPORTUNITIES <i>To generate and reveal student thinking</i></p>
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Hook (5-10 minutes)
Tell the students about a personal and relatable story such as; I am the oldest of 4 children and as some of you know, being the oldest isn't always the best. One day my brother and I were outside riding our bikes and he fell over and scraped his knee. I immediately got off my bike and ran to his side! I hugged him and wiped away the tears before running in the house to get my mom. I told her he was hurt but I had gotten him to stop crying but he still had a scraped knee from falling off his bike. When mom got to him he was crying a lot! He said "She pushed me off my bike and then laughed at me, and now I am hurt and my bike is broken!"

Tell the students that the facts remained the same in both instances;
Who was involved? Me and my brother
Where? Outside of the house.
What? Brother fell off bike and has a scraped knee.

But the way the facts were presented by my brother were different from my own. This is called Point of View. Our perspective or point of view on how the facts happened were different.

Who is right?

What *actually* happened?

Instruction (5-10 minutes)
Have the students come up with a definition for Point of View (e.g., the position of the narrator or speaker in relation to the story that he/she is telling). Write this on chart paper.
Explain that there are different types of POV including first, second and third. Write this down with examples on the chart paper. Have the students brainstorm other examples of each type of POV.

What is the difference between the first person and the second person POV?

Give an example of third person omniscient.

Minds On (25-30)
Teacher prompts, "Now that we know that POV can change or affect a story, lets look at the classic tale of the 3 little pigs"
Remind the students of the original story (3 pigs, each with own home; one of straw, one of sticks, one of bricks. Big bad wolf blows down first two homes but can't blow down the third. The pigs live happily ever after).
Have students watch the first 3-4 minutes of the Muppets Classic Theatre; "3 Little Pigs" https://www.youtube.com/watch?v=QXcZ-X_ZiNM
Then read Jon Scieszka's "The True Story of the 3 little pigs"
Have the students get into their Pod groups (groups of 3). Ask them to use either the chart paper or the 3-circle Venn Diagram worksheets. Have the students compare and contrast the 3 versions of "The 3 Little Pigs" (original, Muppets Classic Theatre, and The True Story of the 3 Little Pigs).
Guiding Questions:
-Whose POV?
-Highlights/Facts

Who is the "bad guy"?

Who is/are the good guy(s)?

Whose POV is the story told from?

Which perspective is it told from? (First, Second, Third)

<p>Consolidation (10-20) Have a spokesperson from each Pod show/explain their group’s thinking (whether they used a graphic organizer such as the 3 circle Venn Diagram, or another format). As a class co-create a Master Copy on Chart Paper of the things that remained the same in each version (3 pigs and wolf, straw and stick houses that wolf blows down, strong brick house that wolf can’t blow, pigs win and wolf loses) and then a list of the differences (POV, perspective, etc).</p> <p>Explain that each time we read a story or a newspaper article or watch a show, we should pay attention to who the speaker or narrator is because their voice will change the way we see and hear what is happening.</p>	<p>What were the similarities between the 3 versions? Did anything stay the same in all 3?</p> <p>What was different?</p>
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<p>EXTEND: Connections to the Big Idea, prior learning, new applications.</p> <p>Have students think about a character in their favourite Fairy Tale. It cannot be the same character as the original POV. Have them complete the POV worksheet.</p>	KEY VOCABULARY		
	<p>First Person</p> <p>Point of View</p>	<p>Second Person</p> <p>Perspective</p>	<p>Third Person Limited</p> <p>Third Person Multiple</p> <p>Third Person Omniscient</p>

REFLECTION

<p>NEXT STEPS: Students will gain further appreciation for and recognition of POV in different text forms including more fractured tales as well as through images, photography and through history.</p>	<p>Literacy Center ideas</p> <ul style="list-style-type: none"> -Write a letter to A. Wolf in jail. -Argue whether you agree or disagree with A. Wolf’s POV. Do you think his POV is the truth? -Story re-tells -Story what-ifs? (What if Cinderella’s step sisters were NOT evil?, what would the Bear’s perspective sound like when they came home to see Goldilocks in their beds?)
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Name: _____ Period _____ Date: _____

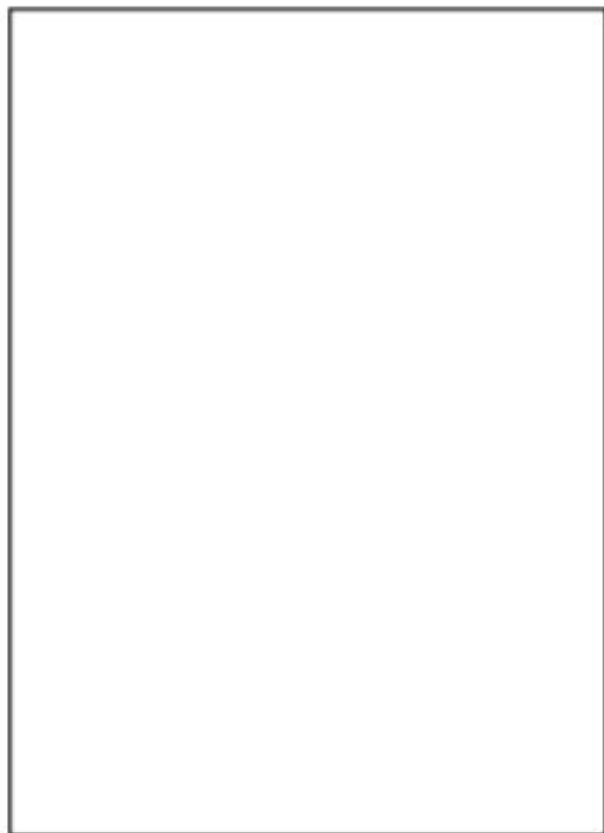
PERCIEVE, KNOW, CARE ABOUT

An Artful Thinking Routine

Artwork: _____ By: _____

PERCIEVE

What can the person or thing *perceive*? Step inside the role of the person or thing.



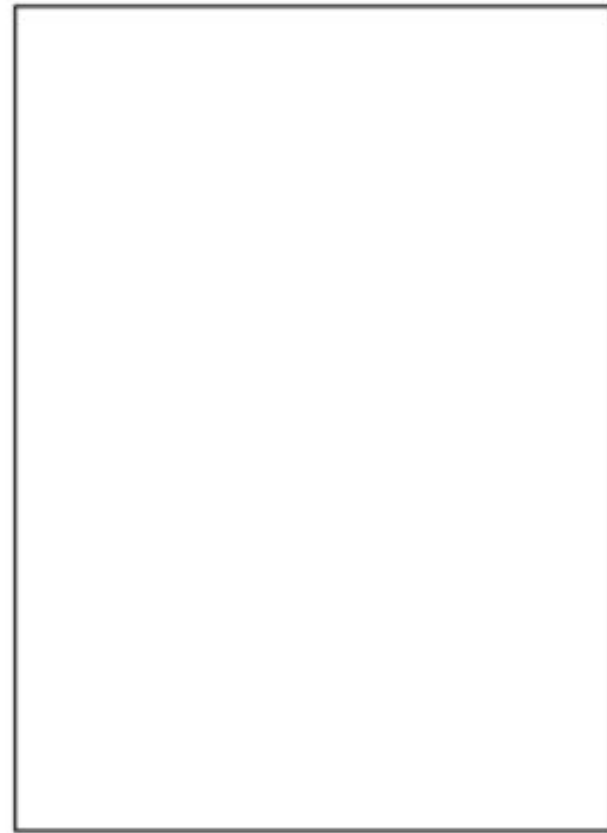
KNOW

What might the person or thing *know about or believe*?



CARE ABOUT

What might the person or thing *care about*?



3 Circle Venn Diagram

Name _____ Date _____ Subject _____

